

## English IV CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
RC	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	Loyalty and Betrayal Life and Death Wealth and Poverty	Section D4 Section C Section A
A	reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and	Utopia Order and Chaos	Section B3 Section C11 Section
B	make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	Life and Death Time	Section C Section C5
1	Students understand new vocabulary and use it when reading and writing.		
1.A	determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	Loyalty and Betrayal Time	Section B9 Section C6-7
1.B	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	Life and Death Utopia War and Peace	Section A Section A Section B
1.C	use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);	Life and Death	Section A
1.D	analyze and explain how the English language has developed and been influenced by other languages; and		

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1.E	use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.		
2	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Utopia Wealth and Poverty	Section E Section D
2.A	compare and contrast works of literature that express a universal theme;	Justice and Injustice	Section A
2.B	compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and		
2.C	relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	Utopia Wealth and Poverty	Section B-C Section D
3	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	War and Peace Order and Chaos Life and Death	Section A Section C Section D
4	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary	Order and Chaos	Section D

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	periods.		
5	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	Life and Death	Section C
5.A	analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;		
5.B	analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	Wealth and Poverty Loyalty and Betrayal	Section C Section D
5.C	compare and contrast the effects of different forms of narration across various genres of fiction; and		
5.D	demonstrate familiarity with works of fiction by British authors from each major literary period.	Utopia Order and Chaos Wealth and Poverty	Section A-C Section C Section C
6	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox,	Justice and Injustice Wealth and Poverty Utopia Loyalty and Betrayal	Section A Section C Section A-C Section A-B

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	irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.		
7	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	Life and Death War and Peace Order and Chaos	Section B Section C-D Section C
8	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	Wealth and Poverty War and Peace Loyalty and Betrayal	Section D Section E Section B
9	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	Loyalty and Betrayal Justice and Injustice	Section B Section A
9.A	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;		

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9.B	explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;		
9.C	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		
9.D	synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	Justice and Injustice	Section B-C
10	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	War and Peace	Section E-F
10.A	evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and	Wealth and Poverty Loyalty and Betrayal	Section C-D Section B
10.B	draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.		
11	Students understand how to glean and use information in procedural texts and documents.		
11.A	draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and		

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11.B	evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.		
12	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	Time	Section C
12.A	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	War and Peace	Section E
12.B	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;		
12.C	evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and		
12.D	evaluate changes in formality and tone across various media for different audiences and purposes.		
13	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	Justice and Injustice	Section B-C
13.A	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests,	Justice and Injustice	Section B

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	interviews), and developing a thesis or controlling idea;		
13.B	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;	War and Peace	Section F
13.C	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	Justice and Injustice	Section B
13.D	edit drafts for grammar, mechanics, and spelling; and	Justice and Injustice	Section C
13.E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Justice and Injustice	Section C
14	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.		

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14.A	write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;		
14.B	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	Life and Death	Section C
14.C	write a script with an explicit or implicit theme, using a variety of literary techniques.		
15	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.		
15.A	write an analytical essay of sufficient length that includes:		
15.A.i	effective introductory and concluding paragraphs and a variety of sentence structures;	War and Peace	Section F
15.A.ii	rhetorical devices, and transitions between paragraphs;		
15.A.iii	a clear thesis statement or controlling idea;	War and Peace	Section F

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15.A.iv	a clear organizational schema for conveying ideas;		
15.A.v	relevant and substantial evidence and well-chosen details;		
15.A.vi	information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and	Justice and Injustice	Section B-C
15.A.vii	an analysis of views and information that contradict the thesis statement and the evidence presented for it;	Wealth and Poverty Loyalty and Betrayal	Section C Section B
15.B	write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:		
15.B.i	a clearly stated purpose combined with a well-supported viewpoint on the topic;	War and Peace	Section F
15.B.ii	appropriate formatting structures (e.g., headings, graphics, white space);		
15.B.iii	relevant questions that engage readers and address their potential problems and misunderstandings;	Justice and Injustice	Section B-C

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15.B.iv	accurate technical information in accessible language; and		
15.B.v	appropriate organizational structures supported by facts and details (documented if appropriate);	Justice and Injustice	Section B-C
15.C	write an interpretation of an expository or a literary text that:		
15.C.i	advances a clear thesis statement;	War and Peace	Section F
15.C.ii	addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;	War and Peace	Section F
15.C.iii	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;		
15.C.iv	identifies and analyzes ambiguities, nuances, and complexities within the text; and	War and Peace	Section F
15.C.v	anticipates and responds to readers' questions and contradictory information; and		

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15.D	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.		
16	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	War and Peace	Section F
16.A	a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	War and Peace	Section F
16.B	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	War and Peace	Section F
16.C	an organizing structure appropriate to the purpose, audience, and context;	War and Peace	Section F
16.D	information on the complete range of relevant perspectives;	War and Peace	Section F
16.E	demonstrated consideration of the validity and reliability of all primary and secondary sources used;	War and Peace	Section F

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16.F	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and	War and Peace	Section F
16.G	an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.	War and Peace	Section F
17	Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.		
17.A	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and		
17.B	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	Utopia Loyalty and Betrayal	Section D Section C
18	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.		
19	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Justice and Injustice	Section C
20	Students ask open-ended research questions and develop a plan for answering them.	Justice and Injustice	Section A

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20.A	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	Justice and Injustice	Section A-B
20.B	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	Justice and Injustice	Section B
21	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	Justice and Injustice	Section B
21.A	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	Justice and Injustice	Section B
21.B	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	Justice and Injustice	Section B
21.C	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Justice and Injustice	Section B
22	Students clarify research questions and evaluate and synthesize collected information.	Justice and Injustice	Section B-C
22.A	modify the major research question as necessary to refocus the research plan;	Justice and Injustice	Section C

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22.B	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and		
22.C	critique the research process at each step to implement changes as the need occurs and is identified.		
23	Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	Justice and Injustice	Section C
23.A	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	Justice and Injustice	Section C
23.B	uses a variety of formats and rhetorical strategies to argue for the thesis;	Justice and Injustice War and Peace	Section B-C Section F
23.C	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	Justice and Injustice War and Peace	Section B-C Section F
23.D	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	Justice and Injustice	Section C
23.E	is of sufficient length and complexity to address the topic.	Justice and Injustice	Section B-C

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24	Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	War and Peace Wealth and Poverty Life and Death	Section A 6-9 Section A9 Section D
24.A	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and		
24.B	assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.		
25	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	War and Peace Loyalty and Betrayal	Section D12 Section D7
26	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.		